



Assertive Communication-a Determining Factor in Increasing the Student's Self-Esteem

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ASSERTIVE COMMUNICATION-A DETERMINING FACTOR IN INCREASING THE STUDENT'S SELF-ESTEEM

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***Abstract:** The basic indicator of the success of the didactic discourse is the communication competence. It marks both the level of performance that ensures the efficiency of message transmission and reception and a favorable institutional climate. Assertiveness in communication involves the ability to express our thoughts, feelings, and desires without harming or violating their rights. Current educational policies consider that insufficiently developed communication skills are associated with poor school performance, anxiety, behavioral problems, difficulties in adapting to society. Difficulties in establishing and maintaining interpersonal relationships reduce the quality of the learning process, which leads to a decrease in school performance. Communication and relationship skills are a protective factor, facilitating risk behaviors and crisis situations. In this order of ideas, assertiveness plays a very important role in school life, becoming a useful link between the teacher and his students, helping them to know and understand each other for a good collaboration.*

***keywords:** assertive communication, teacher, students, components of assertiveness*

1.Introduction

M. Zlate is of the opinion that “the quality of the personality always depends on the quality of the social relations”, as a result, if we want to form the personality, we must first build and properly arrange the social relations in the environment in which it operates. [1, p. 342]. In order to develop good interpersonal relationships, we use social competence. Here we refer to the sphere of skills, the development of which forms individuals capable of performance in life and social activity. In S. Moscovici’s vision, these skills are: communication, empathy, assertiveness, gratification, self-presence, problem solving [2, p. 256].

Assertiveness as a component of social competence is a decisive factor both in forming the student's personality and in achieving harmony in relation to one’s own self.

Considering Charly Cungi's statement, we can say that assertiveness is “for the timid who do not dare enough, for the aggressive who dare too much and for any person who at one point dared too much or did not dare enough.” To assert yourself means to know without too much emotion, to ask or refuse, to enter into conversation and to verbalize your ideas and feelings when necessary, maintaining the relationship with the interlocutor [3, p. 9]. At the same time, it helps to increase self-esteem, success in school activities as well as in daily life by establishing positive interpersonal relationships.

Assertiveness means being prepared for what you want to achieve, expressing your positive and negative feelings, it means knowing very clearly what your needs are, it means confrontation without harming the other's opinion and it also involves a lot of courage. Assertiveness does not mean that you will always receive what you want to hear. Assertiveness means communicating clearly and with a lot of confidence.

2. Argument of the paper

We all want a school according to European standards without physical or mental violence in which to find a warm, friendly and safe environment. At the same time, we know that there is a close connection between the student's school performance and the teacher-student relationship. Certainly, the main people responsible for the quality of the educational act are the teachers and that is why I consider that it is necessary to study in detail the way in which it influences the quality of the communication act, as well as the relationship, which should be a collaboration between teacher and student. In the profession of teacher, we need diplomacy, but above all sincerity - an integral part of assertive communication. Depending on personal values depends on our behavior and, ultimately, character. Depending on the values, we also choose the way of resolving conflicts. If the teacher values truth and correctness, he will never like an aggressive solution. To be assertive means to initiate a conversation, to make sincere compliments, without following something, to criticize in a way that helps, and also to receive criticism if it is justified. Assertiveness is the right way to behave depending on the situation. In the classroom, the teacher creates his own universe, with clear rules and what he emits, according to the communication spiral, acquires the power of law, it is taken over, understood or not, but received by the class of students. This model illustrates another essential thing: how to capture the class, the class will take part in interpersonal communication, no communication will be between a teacher and a student, but between class and teacher. The model of assertiveness is not a good that we are born with, it must be learned and practiced in schools, kindergartens, etc. If the model of approaching the conflict is made to us, at adult level, through an assertive communication, even the young person will not consider it a value worthy of internalization.

3.Theoretical foundation

The most recent approaches consider assertiveness as an opener of communication that allows a much more elaborate expression of feelings about events, situations, without blaming those around them, blaming them or evaluating them as opponents. It is a skill that you can learn over time. It is a way to communicate and behave with others and will help you to have more confidence in yourself. Assertiveness is not a natural behavior we are born with. As we grow older, we learn to adapt our behavior to what is happening around us, to the people we meet. If our self-confidence is diminished by irony or violence, when we are adults we will tend to react passively or aggressively in similar situations.

3.1. Assertiveness

Helena Cornelius and Shoshana Faire [4, 93] consider assertiveness as the individual's choice in communication that helps him maintain his position without blaming or treating the other person as an adversary. At the same time, assertiveness means self-confidence, self-satisfaction and involves watching over both one's own interests and the interests of others. It means increased self-confidence, support and evaluation of one's own opinions [5, p.7]. A, Băban notes in the *School Counseling*, [6, p. 93]: “Assertive communication has developed as a way of effective adaptation to interpersonal conflict situations. Lack of assertiveness is one of the most important sources of social inadequacy. Assertiveness is the result of a set of learning attitudes and behaviors that have as long-term consequences the improvement of social relationships, the development of self-confidence, respect for personal rights, the formation of a healthy lifestyle, the improvement of responsible decision-making skills, the development of skills. conflict management. In the literature, assertiveness is the ability to communicate your emotions, needs, opinions, and beliefs in a way that does not violate the rights of others.

3.2. Examples of assertive behavior

- To be able to refuse a request, request or request without feeling guilty or embarrassed.
- To be able to ask for something (information, a service, a request, a request, following a rule, accomplishing a task).
- To support and argue your own ideas and opinions in a firm and clear manner.
- To be able to constructively express your positive and negative emotions.

- To be able to express disagreement with a person and, at the same time, to respect the person and his ideas without that person feeling hurt.
- Provide positive feedback and negative feedback constructively.
- To listen actively: to allow the interlocutor to finalize his idea, to identify the emotions that the interlocutor conveys, to avoid giving orders, to threaten, to make fun of, to be sarcastic, etc., to check the correct understanding of the message, to you mainly use open-ended questions, to paraphrase, to summarize, to encourage and motivate the interlocutor to speak and express himself.
- Be attentive to your own needs and emotions but also to the needs and emotions of others.
- Make concessions or admit that you were wrong without feeling bad or incompetent because of it.
- To ask for something without forcing the other person to do as you want.
- Fight for your ideas without being aggressive with other people. In addition to assertive communication, there are two other types of communication that, used over long periods, have negative effects on both the interaction and the person.

4. Self-esteem-theoretical considerations

In the conception of the author G. Albu, self-esteem refers to the confidence in our own capacity to think, to face the fundamental challenges of life and to the confidence in our right and possibility to be successful, to be happy, to the feeling that we are entitled to assert our needs and desires, to fulfill our values, and to enjoy the results of our efforts. P. Iluț defines self-esteem as “the evaluation in axiological terms of the characteristics that people think they have, ie how valuable people think they are and what value they give to their own person” [7].

Another sonorous name that asserts itself on this subject is S. Coopersmith who states that when we talk about self-esteem, we refer to the general positive and negative evaluations of oneself. What is important to remember, in the author's opinion, is that self-esteem is not a singular, invariable trait. It has several components and even if, on the whole, our self-evaluation is positive, there are times when, for various reasons, we feel either incompetent or worthless or we evaluate positively certain aspects and negatively others. But due to the need for coherence and internal stability, self-esteem remains essentially stable throughout life and even if there are periods when it is affected by a series of events, it seems to return to its original level when environmental conditions normalize. . In principle, the individual knows himself from the trials of life through his acts of conduct, his personal benefits, his relationships with others, both in ordinary circumstances and in extreme situations. [8, p. 23].

Self-esteem also has, in the vision of Mariana Caluschi [9, p.104], three important components:

- *The conception of self* (the affective tone that accompanies the self-image, which gives self-esteem a dynamogenic and regulatory function of the individual's behavior in different situations and roles).

- Self-confidence (represents the feeling of confidence in relation to one's own ability to think and act, to face the events and challenges of life, to choose and make decisions based on one's own abilities and psychophysical qualities. Over time, this feeling it becomes a belief (motivational form) and even a characteristic trait that can take the form of high-level or low-level confidence (self-confidence.) This component of self-esteem is under the influence of family education and the balance of success and failure.

- Self-love is, according to psychologists, the basic element in structuring self-esteem (it is the feeling of unconditional self-love, an intimate experience that evolves from instinct and basic needs dwelling in the depths of being. From self-love arise resources to Self-love also depends in large part on the love that the family shares with children and the respect for family rights that are instilled in children through parental behavior and assertive strategies to assert self-esteem).

5.The role of assertiveness in the development of self-esteem

Analyzing the above concepts, assertive communication is what allows attitude change and produces influence on others through democratic means of authentic expression of their opinions and concepts, listening and accepting the partnership, nuanced emotional expression and reasoned belief. The context of the school activity highlights not only the personality of students and teachers, the teaching-learning process but also the quality of cognitive, communicative and emotional relationships in a group.

Communicating assertively means becoming affirmative, that is, taking steps towards social success and increasing self-esteem and self-confidence. Assertive communication teaches us to express what we want clearly and precisely, to act in accordance with our ideas, opinions and feelings. Assuming and upholding the rights to act according to one's own will, without hurting others and being more open and honest with others, increases self-esteem, which offers greater freedom and satisfaction in relation to oneself and others.

5. Conclusions

Therefore, assertive communication is a form of communication through which the individual expresses his own opinions and emotions without attacking those of the interlocutor, being a way to open the communication for topics that are potentially conflicting. Teachers by developing

assertiveness in students contribute to the formation of their personality, to better self-knowledge and mutual knowledge of students, to capitalize on their intellectual potential, to develop independence in decision making, to take responsibility for their actions, to the formation of dignity and the increase of self-confidence.

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